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ABSTRACT

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; math, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia, and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established; so that parents can help their children prior to actual testing, this booklet provides sample forms of each of the twelve tests. Each sample test contains the definition of the skill, directions to the student, and an answer key. The official student progress report is included for reference. The 1,000 essential spelling words from the N-ABELS vocabulary are also included for practice on the writing and spelling tests. (Author/CP)

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NEBRASKA— ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

N—ABELS

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SAMPLE TESTS FOR STUDENTS AND PARENTS

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N-ABELS

Nebraska—Assessment Battery of Essential Learning Skills

SAMPLE TESTS FOR STUDENTS AND PARENTS

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ANNE CAMPBELL

Commissioner of Education

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FOREWORD

Throughout the United States, there has been a resurgent emphasis upon the importance of students learning the basic skills. Nebraskans, too, recognize the importance of certain essential skills in a student's education and desire that their schools make every reasonable effort to help students acquire those skills. The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS), pronounced "enables," has been developed to aid schools in this important task.

The Nebraska Department of Education is very pleased to make the N-ABELS materials available to Nebraska schools. Schools, students, and parents, working together on this test, will discover a sense of pride and assurance in the knowledge that each student has, indeed, gained the skills essential for independent learning.

A great deal of careful study has gone into the development of N-ABELS. While it is anticipated that there will be general agreement in most communities that each of the skills included in the test is an essential one, modifications may be made to meet the needs of differing localities. In fact, future revisions and additions to the test are anticipated as school communities contribute new ideas and helpful suggestions.

The Department of Education hopes that the N-ABELS test, one which is considerably different from testing programs now available, will fill a vital need for Nebraska schools, will serve as a uniform standard for educational literacy and will pave the way for all students to experience greater success in learning.

ANNE CAMPBELL
Commissioner of Education

PURPOSE AND DESCRIPTION OF N-ABELS

What is N-ABELS?

There are certain basic educational skills which a student must acquire to become an independent and successful learner. These skills are the tools of learning—without them, students will be seriously handicapped as they progress through school. These skills should be acquired as soon as reasonably possible; however, since these skills are essential, it is imperative that a continuing effort be made to help the student acquire these skills regardless of age.

Skills that are essential must be mastered. Schools frequently use tests that report student knowledge of a skill with a percentage score, usually requiring the student to complete 70 or 80 percent of the test items correctly for passing. Such a level of accuracy cannot be considered sufficient for a skill that is essential to the student. For example, it is not acceptable for a student to know 70 percent of the basic multiplication facts. Successful and efficient performance in mathematics requires that the student know all the multiplication facts. In N-ABELS, "mastery" is defined as errorless performance. The student is expected to demonstrate knowledge of the total skill as defined. Once a skill has been so precisely defined and limited it is reasonable to expect a student to demonstrate mastery. The concept of mastery should only be associated with skills that are unquestionably essential to the student. A lower standard is usually adequate for most general knowledge which contributes to the student's total educational growth.

N-ABELS provides a precise, practical, understandable and generally accepted definition of certain essential learning skills. It also provides a method for checking student acquisition of those skills in the context of the regular instructional program of the school. The definition and methods of assessment are described so that students, teachers, and parents, may know the exact performance requirements for mastery of a skill. For those skills which have not yet been mastered, the students, the parents and the school still have a job to do. Once a skill has been mastered the skill belongs to the student and with use will become a valuable tool for learning. This is a different approach to student assessment which we feel will benefit every student, will place renewed emphasis on teaching the basics, and will re-establish education as the shared responsibility of the total school community.

What Skills are Included in N-ABELS?

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) identifies, precisely defines, and establishes performance standards for mastery of twelve specific essential skills in the areas of reading, writing, mathematics, and reference usage. The definition of each skill is written as a learning goal. Therefore, throughout N-ABELS the terms "skill definition" and "learning goal" are synonymous and may be used interchangeably. Test exercises are provided to determine if the student has mastered each identified essential skill. The following skills are included in N-ABELS.

1. **The essential reading skill** requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska—Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.
2. **The essential writing skill** requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska—Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).
3. **The essential spelling skill** requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N—ABELS 1000 Word Writing Vocabulary.
4. **Essential mathematics skill 1** requires the student to read and write positive rational numerals through millions.
5. **Essential mathematics skill 2** requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.
6. **Essential mathematics skill 3** requires the student to know the basic facts for addition.
7. **Essential mathematics skill 4** requires the student to know the basic facts for multiplication.
8. **Essential mathematics skill 5** requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.
9. **Essential reference skill 1** requires the student to use alphabetical order to locate words in the dictionary.
10. **Essential reference skill 2** requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross reference for the same topic.
11. **Essential reference skill 3** requires the student to use the card catalog and classification system to locate material by subject entry in the library/media center.
12. **Essential reference skill 4** requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

When Do Students Take N-ABELS?

The various skills in N-ABELS are drawn from several areas of the curriculum. Each defined skill, also called a learning goal, is separate from the others. Most students will find some of the skills more difficult than others, and students will be ready to demonstrate knowledge of certain skills at different ages. The essential skills in N-ABELS have no relationship whatsoever to grade levels, and it is therefore entirely inappropriate to associate a skill, or expectations of mastery of a skill, with a particular grade in school. Most of the skills have been introduced in the schools by the fifth grade. Testing could start with some students at that time.

Because the skills in N-ABELS are determined to be essential, it is desirable that students acquire them as soon as reasonably possible. However, it is educationally unsound to place the student in a frustrating testing situation, and wasteful of the student's and teacher's time, if there is no chance for success. Each test should therefore be given when it seems likely that the student can demonstrate mastery. N-ABELS is intended to help students gain important skills and should never be used as a basis for either promotion or retention.

What is included in this Booklet?

In the pages which follow, the individual skills are presented along with sample forms of the sub-tests which will be used by the school to determine whether the skill has been learned. You may use the sample forms to help your child practice the skills. The sample tests contain directions for the student. A copy of the record sheet that the school will be using is included so that the student can maintain a copy for reference. A copy of the 1000 essential spelling words is also enclosed. Mastery of these words will be necessary in order to be successful on the writing and spelling portion of the tests.

Most students will acquire many of the skills in the elementary school; however, it will not be uncommon for students to continue working toward acquisition of these skills in the secondary schools. Formal instruction will be provided for each student on a regular basis until all of the skills have been learned. We hope everyone in the school community will work cooperatively toward this extremely important goal.

READING SKILL TEST – MARKING COPY

Sample Form

Name _____

Date _____

Learning Goal: The essential reading skill requires the student to demonstrate ability to translate printed symbols into speech by reading aloud a narrative selection of approximately 100 words constructed from the Nebraska—Assessment Battery of Essential Learning Skills 2000 Word Reading Vocabulary List.

(The directions to the teacher are on page 18 in the N—ABELS Administrative Manual)

Directions to the Student (Read orally to the student):

Please read the following story silently. When you are ready, read it to me aloud. Read the story as though you were talking. You should pronounce all the words correctly.

Snakes are among the most interesting creatures on the earth. They belong to the reptile species and share many of the characteristics of other reptiles. The chief difference between snakes and other reptiles is that snakes don't have any legs. They move by contracting the muscles under the scales on their lower side.

Do snakes frighten you? Snakes move very quickly and they often surprise people who are walking through areas where snakes choose to live. Perhaps this is one of the reasons many people are afraid of snakes. Their homes are frequently in hidden places such as holes in the ground, among rocks, or in deserted buildings.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILL TEST

Sample Form

Name _____

Date _____

Learning Goal: The essential writing skill requires the student to demonstrate the ability to write legibly, spell correctly, and punctuate appropriately from dictation a 100 word selection constructed from the Nebraska—Assessment Battery of Essential Learning Skills 1000 Word Writing Vocabulary (the first 1000 words of the 2000 word reading vocabulary list).

(The directions to the teacher are on page 23 in the N—ABELS Administrative Manual)

Directions to the student: (Read orally to the student if the cassette tape is not used)

Please put your name and today's date on the paper that has been given to you. Indicate that this is Form _____. (Pause) Some paragraphs will be read to you which you will then write from dictation. Please write them as carefully as you can. Pay careful attention to spelling, use of capital letters, and punctuation. Your handwriting must also be neat and easy to read. Take as much time as you need. You may replay any part of the tape as often as you like. When you are finished, proofread your work. You may recopy it if you wish. Before you start writing I am going to read the entire story. Please listen as I read. When the first reading is completed, I will read the story again very slowly. Then you may begin to write.

Can you imagine what it would be like to live on the desert? The air is usually dry and quite hot during the day. Very little rain falls at anytime during the year. Often the people who live on the desert don't experience rain for eight or nine months at a time.

Life is very different in the desert regions because there is so little rain. Differences can be observed in houses, clothes, and jobs. The weather causes the population to develop particular ways of living in many areas of the earth. Nowhere is this more true than in the desert regions.

Check one: The student achieved the goal _____

Retesting will be necessary _____

WRITING SKILLS TEST — SPELLING SUPPLEMENT

Sample Form

Name _____

Date _____

Learning Goal: The essential spelling skill requires the student to spell correctly 20 words randomly selected from 250 of the more difficult words in the N-ABELS 1000 Word Writing Vocabulary.

(The directions to the teacher are on page 26 in the N-ABELS Administrative Manual)

Directions to the Student: (Read orally to the student if the cassette tape is not used)

Please put your name and today's date on the paper which has been given to you. Indicate that this is Form _____. (Pause) I am going to read 20 words to you. Each word will be read twice and will be used in a sentence. You may replay any part of the tape as often as you wish or you may ask me to repeat if you wish. Each word must be written clearly. Just write the word, not the whole sentence. If you want to rewrite a word, either erase it or draw a line through it and write it again. Please get ready to write.

Sample Test:

1. shoulder — He hurt his shoulder playing football.
2. until — Please wait until tomorrow.
3. caught — Jane caught a bad cold.
4. history — He studied history in college.
5. afternoon — I will meet you later this afternoon.
6. yellow — Yellow is a bright, cheerful color.
7. already — We are already late.
8. suppose — Do you suppose you can help us?
9. believe — I find that hard to believe.
10. measure — It is important to measure the ingredients carefully.
11. though — Even though he didn't like the food, he ate it.
12. beautiful — Did you see the beautiful sunrise this morning?
13. region — Tornadoes are common in this region.
14. government — She works for the government.
15. Christmas — Have you done your Christmas shopping?
16. either — The wheel wouldn't turn in either direction.
17. decide — I couldn't decide what to do.
18. once — They take a vacation once a year.
19. double — He asked for a double malt.
20. heavy — Lead is a very heavy metal.

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(a) – READING NUMERALS – MARKING COPY

Sample Form

Name _____

Date _____

Learning Goal: The essential mathematics skill 1(a) requires the student to read positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N-ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Please study the following numerals.

When you are ready, read them to me aloud.

- | | |
|---------------|-------------|
| 1. 21,000,478 | 4. 236.05 |
| 2. 732,006 | 5. \$17.09 |
| 3. 2,003,508 | 6. 31 15/27 |

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 1(b) – WRITING NUMERALS

Sample Form

Name _____

Date _____

Learning Goal: The essential mathematics skill 1(b) requires the student to write positive rational numerals through millions.

(The directions to the teacher are on page 30 in the N-ABELS Administrative Manual)

Directions to the Student: (Read orally to the student):

Please write the following numerals as I read them to you.

I will repeat the numeral if you ask.

- | | |
|--------------|------------|
| 1. 7,508,376 | 4. 39.82 |
| 2. 800,032 | 5. \$9.67 |
| 3. 3,005,167 | 6. 8 19/32 |

Note: The numerals should be read as follows:

1. Seven million, five hundred eight thousand, three hundred seventy-six
2. Eight hundred thousand, thirty-two
3. Three million, five thousand, one hundred sixty-seven
4. Thirty-nine and eighty-two hundredths
5. Nine dollars and sixty-seven cents
6. Eight and nineteen thirty-seconds

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILL 2 – RECOGNITION OF DECIMALS, PERCENTAGES, AND FRACTIONS

Sample Form

Name _____

Date _____

Learning Goal: The essential mathematics skill 2 requires the student to associate a given positive rational number using decimal, percent, and fractional notations for halves, thirds, fourths, fifths, eighths, and tenths.

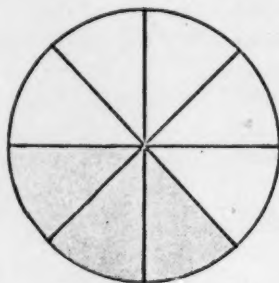
(The directions to the teacher are on page 34 in the N-ABELS Administrative Manual)

Directions to the Student: (Read orally to the student.)

Study these figures.

Put x's beside the answers represented by the shaded portion.
Each item has several answers.

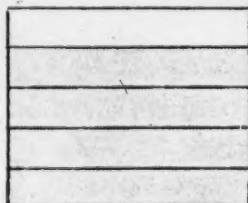
1.



- a. .375
- b. $\frac{3}{8}$
- c. 30%
- d. $\frac{3}{4}$

- e. .3
- f. $37\frac{1}{2}\%$
- g. $3\frac{5}{8}$
- h. 3.5

2.



- a. 80%
- b. $4\frac{5}{10}$
- c. 8.0
- d. $\frac{4}{5}$

- e. .8
- f. .20
- g. 40 percent
- h. $\frac{5}{1}$

Check one: The student achieved the goal _____

Retesting will be necessary _____

MATH SKILLS 3 AND 4 – ADDITION AND MULTIPLICATION FACTS

Sample Forms

Learning Goal: The essential mathematics skills 3 and 4 require the student to know the basic facts for addition and multiplication.

(The directions to the teacher are on page 36 in the N-ABELS Administrative Manual)

Directions to the Student:

Please put your name and today's date on the answer sheet which has been given to you. Indicate that this is Form _____. (Pause) You will notice that there are eight rows of boxes on your answer sheet with 10 boxes in each row. I am going to give you ten addition (multiplication) facts in three second intervals. At the end of each row I will pause and tell you to go to the next row. This test is timed so you will not be permitted to replay any part of the test. Prepare yourself mentally to work quickly, but carefully. If you lose your place, wait and start at the beginning of the next row. Please get ready to write.

Math Skill 3: Addition Facts – Sample Tape Script

$$\begin{array}{r} 1 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

Math Skill 4: Multiplication Facts – Sample Tape Script

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

STUDENT ANSWER SHEET

Name _____

Date _____

MATH SKILL 3 or 4

(circle one)

Form _____ Sample _____

1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									

Check one: The student achieved the goal. _____

Retesting will be necessary. _____

MATH SKILL 5 – ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION

Sample Form

Name _____

Date _____

Learning Goal: The essential mathematics skill 5 requires the student to use the standard operations of addition, subtraction, multiplication, and division for whole numbers and decimal fractions.

(The directions to the teacher are on page 42 in the N-ABELS Administrative Manual)

Directions to the student:

Work the problems in the boxes below.

Write your answers on the lines.

1. $8,768 + 3,492 =$ _____

2. $3.79 + 14.9 + .18 + 90.8 =$ _____

3. $768 + 39.5 + 208.46 + .706 =$ _____

1.	2.	3.
----	----	----

4. $3007 - 572 =$ _____

5. $184 - 3.45 =$ _____

6. $3776.19 - 288.3 =$ _____

4.	5.	6.
----	----	----

7. $4,600 \times 30 =$ _____

8. $5.8 \times 45 =$ _____

9. $53.74 \times 7.6 =$ _____

7.	8.	9.
----	----	----

10. $52,461 \div 603 =$ _____

11. $3.648 \div .76 =$ _____

12. $55.46 \div 5.9 =$ _____

10.	11.	12.
-----	-----	-----

Check one: The student achieved the goal _____

Retesting will be necessary _____

ANSWER KEY TO SAMPLE MATH SKILL FORMS

MATH SKILL 1 (a)

The students should read the numerals as follows:

1. 21,000,478 – Twenty-one million, four hundred seventy-eight
2. 732,006 – Seven hundred thirty-two thousand, six
3. 2,003,508 – Two million, three thousand, five hundred eight
4. 236.05 – Two hundred thirty-six and five hundredths
5. \$17.09 – Seventeen dollars and nine cents
6. $31 \frac{15}{27}$ – Thirty-one and fifteen twenty-sevenths

MATH SKILL 1 (b)

The students should write the numerals as follows:

1. 7,508,376
2. 800,032
3. 3,005,167
4. 39.82
5. \$9.67
6. $8 \frac{19}{32}$

MATH SKILL 2

1. a., b., f.
2. a., d., e.

MATH SKILL 5

- | | |
|--------------|------------|
| 1. 12,260 | 7. 138,000 |
| 2. 109.67 | 8. 261 |
| 3. 1,016.666 | 9. 408.424 |
| 4. 2,435 | 10. 87 |
| 5. 180.55 | 11. 4.8 |
| 6. 3,487.89 | 12. 9.4 |

REFERENCE SKILL 1 – DICTIONARY USAGE

Sample Form

Name _____

Date _____

Learning Goal: The essential reference skill 1 requires the student to use alphabetical order to locate words in the dictionary.

(The directions to the teacher are on page 50 in the N-ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write the alphabet in alphabetical order.

Bring it to me when you are finished.

Directions to the student: (Read orally to the student).

I am going to give you two words to look up in the dictionary.

Please find each word and show it to me.

- Words used:
1. popular (sample word)
 2. social (sample word)

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 2 – ENCYCLOPEDIA USAGE

Sample Form

Name _____

Date _____

Learning Goal: The essential reference skill 2 requires the student to use alphabetical order to locate a topic in the encyclopedia and to locate a cross-reference for the same topic.

(The directions to the teacher are on page 52 in the N-ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a topic to look up in the encyclopedia. Please locate the topic and one cross-reference and show them to me.

Topic Used: Penguin (sample topic)

Cross-Reference: _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 3 – CARD CATALOG USAGE

Sample Form

Name _____

Date _____

Learning Goal: The essential reference skill 3 requires the student to use the card catalog and classification system to locate material by subject entry in the media center.

(The directions to the teacher are on page 54 in the N-ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

I am going to give you a subject entry to look up in the card catalog. Please use the card catalog to find two different types of material on the subject such as a book, filmstrip, record, tape, transparency, or picture.

Find the items and bring them to me.

Subject Used: Sailboat (sample subject)

Items Retrieved: 1. _____
2. _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

REFERENCE SKILL 4 – MAP USAGE

Sample Form

Name _____

Date _____

Learning Goal: The essential reference skill 4 requires the student to use the current Official Highway Map of Nebraska (prepared by the Department of Roads) to answer questions about cardinal directions, physical and political features and to estimate distance using the map scale.

(The directions to the teacher are on page 56 in the N–ABELS Administrative Manual)

Directions to the student: (Read orally to the student.)

Write your name and date in the blanks at the top of this form.

Please answer the following questions about this map of Nebraska. Study the map carefully before you answer.

1. The city of Kimball lies in Kimball County. What county is east of Kimball County? _____
2. If you were traveling from Lexington to Broken Bow, in which major direction would you go? _____
3. What body of water lies just north of Ogallala? _____
4. What are the map coordinates of the city of Scottsbluff? _____
5. What body of water is within map coordinates N–18? _____
6. What is the straight line distance between North Platte and Kearney? _____
7. What is the largest town located about 40 miles south of Lincoln? _____
8. What river runs near O'Neill? _____
9. What special interest area is about 35 miles north of Scottsbluff? _____
10. By traveling on highways State 2 and U.S. 83, what is the highway mileage between the towns of Hyannis and Stapleton? _____

Check one: The student achieved the goal _____

Retesting will be necessary _____

ANSWER KEY TO SAMPLE REFERENCE SKILL FORMS

REFERENCE SKILL 4

1. Cheyenne
2. North
3. Lake McConaughy
4. G-4
5. Harlan County Reservoir
6. Accept answers in the 90-95 mile range
7. Beatrice
8. Elkhorn River
9. Agate Fossil Beds National Monument
10. 99 miles

NOTE- THE COORDINATES USED FOR THE STATE DEPT. OF ROADS 1978 NEBRASKA HIGHWAY MAP DIFFERS SLIGHTLY FROM PREVIOUS YEARS PLEASE MAKE THE FOLLOWING ADJUSTMENTS.

QUESTION-5 CHANGES COORDINATES TO D-18.

ANSWER-4 CHANGES TO G-3.

NEBRASKA—ASSESSMENT BATTERY OF ESSENTIAL LEARNING SKILLS

STUDENT PROGRESS REPORT FORM

Student Name _____

Parent's Name _____

Birthdate _____

Address _____

Class of:

1978

1979

1980

1981

1982

1983

1984

1985

1986

1987

1988

1989

Skill	Date Taken				Date of Mastery
	Form A	Form B	Form C	Form D	
Reading					
Writing					
Spelling					
Math 1					
Math 2					
Math 3					
Math 4					
Math 5					
Reference 1					
Reference 2					
Reference 3					
Reference 4					
N-ABEL Student — All Skills have been successfully mastered					

N-ABELS 1000

Reading and Writing Vocabulary

Alphabetical List

a	attention	breakfast	close	different	everyone
able	average	breath	cloth	difficult	everything
about	away	bright	clothes	dinner	example
above	baby	bring	coal	direction	except
across	back	broke	coast	discover	exercise
act	bad	brother	coat	distance	expect
action	bag	brought	cold	divide	experience
add	ball	brown	color	do	experiment
addition	band	build	column	doctor	explain
afraid	bank	built	come	does	express
after	base	bus	common	doesn't	eye
afternoon	baseball	business	community	dog	face
again	basic	busy	company	don't	fact
against	be	but	compare	done	fair
age	bear	buy	complete	door	fall
ago	beat	by	compound	double	familiar
ahead	beautiful	cabin	consider	down	family
air	became	call	contain	Dr.	famous
alike	because	came	control	draw	far
alive	become	camp	cool	dress	farm
all	bed	can	copy	drink	farther
almost	been	can't	corn	drive	fast
alone	before	cannot	corner	drop	father
along	began	capital	correct	drove	fear
already	begin	captain	cost	dry	feed
also	behind	car	cotton	during	feel
although	being	care	could	dust	feet
always	believe	carry	couldn't	each	fell
am	below	case	count	early	felt
America	beside	cat	country	earth	few
among	best	catch	course	east	field
amount	better	cattle	cover	easy	fight
an	between	caught	cross	eat	figure
ancient	beyond	cause	crowd	edge	fill
and	big	cent	current	effect	final
angry	bird	center	cut	eight	find
animal	bit	century	dance	either	fine
another	black	certain	danger	electric	finger
answer	blood	chair	dark	electricity	finish
any	blow	chance	day	else	fire
anyone	blue	change	dead	empty	first
anything	board	check	deal	end	fish
apart	boat	chief	dear	energy	fit
appear	body	child	death	engine	five
are	book	children	decide	enjoy	flat
area	born	choose	deep	enough	flew
arm	both	Christmas	describe	entire	floor
army	bottom	church	desert	equal	fly
around	bought	circle	develop	even	follow
as	box	city	did	evening	food
ask	boy	class	didn't	ever	foot
at	bread	clean	die	every	for
ate	break	clear	difference	everybody	force

forest	head	it	machine	nation	pair
form	hear	it's	made	natural	paper
forth	heard	its	main	nature	paragraph
forward	heart	itself	major	near	part
found	heat	job	make	necessary	particular
four	heavy	join	man	neck	party
free	held	jump	many	need	pass
fresh	help	just	map	neither	passed
friend	her	keep	mark	never	past
from	here	kept	market	new	path
front	herself	key	match	news	pattern
fruit	high	kind	material	next	pay
full	hill	king	matter	nice	people
fun	him	kitchen	may	night	per
further	himself	knew	maybe	nine	perhaps
future	his	know	me	no	period
game	history	knowledge	mean	noise	person
garden	hit	known	meaning	none	phrase
gas	hold	lady	meant	nor	pick
gave	hole	laid	measure	north	picture
general	home	land	meat	northern	piece
get	hope	language	meet	nose	place
girl	horse	large	member	not	plain
give	hot	last	men	note	plan
glad	hour	late	met	nothing	plane
glass	house	law	metal	notice	plant
go	how	lay	method	noun	play
gold	however	lead	middle	now	please
gone	huge	learn	might	number	poem
good	human	least	milk	object	point
got	hundred	leave	million	ocean	poor
government	hungry	led	mind	of	population
grass	hurt	left	mine	off	position
gray	I	leg	minute	office	possible
great	I'd	length	miss	often	power
green	I'll	less	modern	oh	practice
grew	I'm	let	moment	oil	present
ground	I've	let's	money	old	pressure
group	ice	letter	month	on	pretty
grow	idea	level	moon	once	probably
grown	if	lie	more	one	problem
guess	imagine	life	morning	only	process
guide	important	light	most	onto	produce
gun	in	like	mother	open	product
had	inch	line	motion	opposite	proper
hair	include	liquid	mountain	or	protect
half	indeed	list	mouth	order	proud
hand	industry	listen	move	original	provide
happen	information	little	Mr.	other	public
happy	inside	live	Mrs.	our	pull
hard	instead	long	much	out	purpose
hardly	interest	look	music	outside	put
has	into	lost	must	over	question
hat	iron	lot	my	own	quick
have	is	loud	myself	oxygen	quiet
he	island	love	name	page	quite
he's	isn't	low	narrow	paid	race

radio	section	son	system	trade	west
rain	see	song	table	train	wet
raise	seem	soon	tail	travel	what
ran	seen	sort	take	tree	what's
range	sell	sound	taken	trip	wheel
rate	send	south	talk	trouble	when
rather	sense	southern	tall	truck	where
reach	sent	space	teacher	true	whether
rear	sentence	speak	team	try	which
ready	separate	special	teeth	tube	while
real	set	speech	television	turn	white
reason	seven	speed	tell	twelve	who
record	several	spend	temperature	twenty	whole
red	shall	spent	ten	twice	whose
region	shape	spoke	test	two	why
regular	share	spot	than	type	wide
remember	sharp	spread	that	under	wife
report	she	spring	that's	understand	wild
represent	sheep	square	the	unit	will
rest	ship	stage	their	United States	wind
result	shook	stand	them	unless	window
return	shore	star	themselves	until	winter
rich	short	start	then	up	wire
ride	shot	state	there	upon	wish
right	should	statement	there's	us	with
ring	shoulder	station	therefore	use	within
rise	show	stay	these	useful	without
river	shown	steam	they	usual	woman
road	side	steel	thick	valley	women
rock	sight	step	thin	value	won
rode	sign	stick	thing	variety	won't
room	silver	still	think	various	wonder
root	similar	stone	third	verb	wood
rope	simple	stood	this	very	wooden
rose	since	stop	those	village	word
round	sing	store	though	visit	work
row	single	story	thought	wagon	world
rubber	sister	straight	thousand	wait	worth
rule	sit	strange	three	walk	would
run	six	streets	through	wall	wouldn't
safe	size	street	throughout	want	write
said	skin	strength	thus	war	written
salt	sky	string	till	warm	wrong
same	sleep	strong	time	was	wrote
sand	slow	study	tiny	watch	yard
sat	small	subject	to	water	year
saw	snow	such	today	way	yellow
say	so	sugar	together	we	yes
says	soft	summer	told	we'll	yet
scale	soil	sun	tomorrow	we're	you
school	sold	supply	too	wear	you'll
science	solid	support	took	weather	you're
scientific	solution	suppose	top	week	young
sea	solve	sure	total	weight	your
season	some	surface	touch	well	yourself
seat	someone	surprise	toward	went	
second	something	symbol	town	were	